

**PLAN FOR PROVIDING EDUCATIONAL  
SERVICES TO ALL EXPELLED STUDENTS IN  
SONOMA COUNTY**

**Update  
June 30, 2018**

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# PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN SONOMA COUNTY

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<u>Name</u>	<u>Educational Agency</u>
Carl Corbin	School and College Legal Services
Maria Freebairn-Smith	Restorative Resources
Georgia Ioakimedes	Sonoma County Office of Education
Steve Nielson	Sonoma County Office of Education
Angela Scardini	Cotati-Rohnert Park Unified School District
Lisa Valente	Sonoma County Probation Department

## **Educational Alternatives Provided by Local School Districts**

All educational alternatives provided by California's school districts are not available to all expelled students and most are not available to any expelled students. Seriousness of offense, location of offense and grade level of the student all have the potential to restrict the district level educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community day school [E.C. § 48915.2 (a)]. All expelled students shall be referred to an educational placement that is 1) not provided at a comprehensive middle, junior or senior high school or any elementary school [E.C. § 48915 (d) (2)], unless that placement is a community day school and, under certain conditions, waived by state board action (E.C. § 48661), and 2) not housed at the school site attended by the student at the time of the offense [E.C. § 48915 (d) (3)]. If the expelled student is in grades K–6, the educational placement for the student shall not be merged or combined with educational programs offered to students in grades 7–12, unless that placement is a community day school (E.C. § 48916.1). In addition to the above listed requirements, such factors as district size, district level alternatives, county level alternatives and district philosophy can impact the determination by a district board of education of what educational alternatives are appropriate for the students who are expelled.

County-operated community schools will continue to be the appropriate placement for all expelled students, grades 7-12, who fail district level educational alternatives, who have been expelled for E.C. § 48915 (a) or (c) offenses, or who pose a danger to other district students, as determined by the governing board. Districts operating community day schools will serve students who have been expelled for E.C. § 48915 (a) or (c) offenses unless there exists an agreement with SCOE to serve those students.

The following is a summary of educational alternatives available for expelled students for each school district. Note: any independent (direct funded) charter schools sponsored by these districts are not included in this summary.

## **Alexander Valley Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Bellevue Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement at another regular school campus within the district
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

## **Bennett Valley Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School Program

## **Cinnabar School District (K-8)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to another district, if that district agrees

# PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL EXPELLED STUDENTS IN SONOMA COUNTY

## Introduction

California Education Code Section 48926 states “each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.”

There are 31 elementary school districts, three high school districts and six unified school districts of Sonoma County providing educational services to nearly 70,500 students at 179 public schools. There are 111 elementary, 28 middle/junior high, and 19 high schools, as well as 14 alternative schools and 7 independent study schools. Fifty-six of these schools are charter schools. The county’s school districts vary in size, serving both rural and urban areas. The smallest district in the county, Kashia, is located in a rural area and has 12 students. The largest district, Santa Rosa City High, enrolls nearly 11,200 students in the county’s most populous city. Eighteen districts have fewer than 1,000 students; five districts serve more than 5,000 students. Today, 45 percent of students are Latino and 43 percent are white. Asian/Pacific Islander, African American, and Native American students compose an additional seven percent of the student population. There are over 16,000 students (22 percent) who are in the process of learning English and 44 percent of students are socio-economically disadvantaged. Fifteen percent receive special education services.

Sonoma County recognized the need for a continuum of educational services for all students, including expelled students, long before the 1995 legislation mandated educational placements for expelled students. This *Plan for Providing Educational Services to All Expelled Students in Sonoma County* provides the description of the part of that continuum of services that relates directly to expelled students.

California Education Code Section 48916.1 states “At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion . . .” Every Sonoma County school district governing board will refer each expelled student to an appropriate educational placement for the period of

expulsion. The educational placement will be determined on an individual basis by the school district's governing board based upon 1) seriousness of offense, 2) available educational alternatives, and 3) other related factors. County level alternatives for expelled students will remain available to all expelled students, grades 7-12. District level alternatives for expelled students will vary from one district to the next, depending on the characteristics of that district.

In 1996-97, the county plan format was developed by a committee established by the School and Community Services Department of the Sonoma County Office of Education. In accordance with that format, each district developed a sub-plan specific to that district. Each sub-plan and the county plan included 1) a list of existing educational alternatives for expelled students, 2) gaps in educational services to expelled students, 3) strategies for filling those gaps, and 4) alternative placements for students who fail community day school placements.

In accordance with the Education Code, the county plan has been updated and submitted to the State Superintendent of Public Instruction every three years since 1997. For the 2018 update, the county plan was reviewed and revised by a committee established by the Alternative Education – Student Support Services Department. To assist this task, a questionnaire was sent to each district (Appendix A.). As in the past, districts were asked to (1) confirm or update district-level educational alternatives, (2) indicate any intention to offer a community day school, (3) identify any gaps limiting their ability to provide education services to expelled students from their district, and offer suggestions or strategies for filling those gaps. The districts were also asked about their charter schools – the educational alternatives that are available to students expelled from these schools and whether or not the charter schools enrolled students expelled from a regular school. And to more closely examine support services available to students, the survey asked districts to identify their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions and to support students returning from expulsions. Responses were received from 28 of the 40 districts.

In an attempt to gain a more comprehensive view of services to expelled students in the county in light of the increased growth in the number of charter schools, a separate questionnaire was sent to independent (direct funded) charter schools (Appendix B.).

The independent charter schools were asked about (1) whether they enrolled students

expelled from other schools, (2) their procedures for expelling/dismissing a student, (3) educational programs provided to an expelled/dismissed student pending placement in another program and/or an appeal, (4) their procedures for notifying a student's home district of an expulsion/dismissal, and (5) their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions/dismissals and to support students enrolled following expulsion from another school. Responses were received from 9 of 19 independent charter schools.

## Participating Education Agencies

The *Plan for Providing Educational Services to All Students in Sonoma County* was adopted by the Sonoma County Board of Education and the governing boards of each of the following school districts in 1997. Resolutions to approve the plan are on file in the Alternative Education – Student Support Services Department of the Sonoma County Office of Education.

Alexander Valley Union School District  
Bellevue Union School District  
Bennett Valley Union School District  
Cinnabar School District  
Cloverdale Unified School District  
Cotati-Rohnert Park Unified School District  
Dunham School District  
Forestville Union School District  
Fort Ross School District  
Geyserville Unified School District  
Gravenstein Union School District  
Guerneville School District  
Harmony Union School District  
Healdsburg Unified School District  
Horicon School District  
Kashia School District  
Kenwood School District  
Liberty School District  
Mark West Union School District  
Monte Rio Union School District  
Montgomery School District  
Oak Grove Union School District  
Old Adobe Union School District  
Petaluma City School District  
Petaluma Joint Union High School District  
Piner-Olivet Union School District  
Rincon Valley Union School District

## **Participating Education Agencies, continued**

Roseland School District  
Santa Rosa City School District  
Santa Rosa City High School District  
Sebastopol Union School District  
Sonoma County Office of Education  
Sonoma Valley Unified School District  
Twin Hills Union School District  
Two Rock Union School District  
Waugh School District  
West Side Union School District  
West Sonoma County Union High School District  
Wilmar Union School District  
Windsor Unified School District  
Wright School District

Signatures certifying the county and district superintendents' knowledge of and participation in the development of the 2018 update are on file in the Alternative Education – Student Support Services Department of the Sonoma County Office of Education

### **Independent Charter Schools Contributing to the 2018 Update**

Kid Street Charter School  
Northwest Prep  
Pathways Charter School  
Pivot Charter School  
Reach Charter  
Santa Rosa Charter School  
Morrice Schaefer Charter  
Sebastopol Charter  
Village Charter School  
Woodland Start Charter

## **Educational Alternatives Provided by Local School Districts**

All educational alternatives provided by California's school districts are not available to all expelled students and most are not available to any expelled students. Seriousness of offense, location of offense and grade level of the student all have the potential to restrict the district level educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district operated program during the period of the expulsion unless it is a community day school [E.C. § 48915.2 (a)]. All expelled students shall be referred to an educational placement that is 1) not provided at a comprehensive middle, junior or senior high school or any elementary school [E.C. § 48915 (d) (2)], unless that placement is a community day school and, under certain conditions, waived by state board action (E.C. § 48661), and 2) not housed at the school site attended by the student at the time of the offense [E.C. § 48915 (d) (3)]. If the expelled student is in grades K–6, the educational placement for the student shall not be merged or combined with educational programs offered to students in grades 7–12, unless that placement is a community day school (E.C. § 48916.1). In addition to the above listed requirements, such factors as district size, district level alternatives, county level alternatives and district philosophy can impact the determination by a district board of education of what educational alternatives are appropriate for the students who are expelled.

County-operated community schools will continue to be the appropriate placement for all expelled students, grades 7-12, who fail district level educational alternatives, who have been expelled for E.C. § 48915 (a) or (c) offenses, or who pose a danger to other district students, as determined by the governing board. Districts operating community day schools will serve students who have been expelled for E.C. § 48915 (a) or (c) offenses unless there exists an agreement with SCOE to serve those students.

The following is a summary of educational alternatives available for expelled students for each school district. Note: any independent (direct funded) charter schools sponsored by these districts are not included in this summary.

## **Alexander Valley Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Bellevue Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement at another regular school campus within the district
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

## **Bennett Valley Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School Program

## **Cinnabar School District (K-8)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to another district, if that district agrees

## **Cloverdale Unified School District Grades K-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Grades 9-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at Johanna Echols-Hansen Continuation High School
3. Suspended enforcement of the expulsion with placement in an online program, when available
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Cotati-Rohnert Park Unified School District**

### **Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a charter school outside the district
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

**Cotati-Rohnert Park Unified School District,  
continued Grades 7-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district (grades 7-8)
3. Suspended enforcement of the expulsion with placement in Phoenix Necessary Small School (grades 9-12 only)
4. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
5. Suspended enforcement of the expulsion with placement in El Camino Continuation High School (grades 9-12 only)
6. Suspended enforcement of the expulsion with referral to the Sonoma County Office of Education Community School Program
7. Expulsion with referral to the Sonoma County Office of Education Community School Program

**Dunham School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

**Forestville Union School District (K-8)**

**Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same campus.
2. Suspended enforcement of the expulsion with placement in an alternative or home-school program, if parent agrees.

**Grades 7-8**

1. Expulsion with referral to a consortium of Sonoma County Office of Education, if offered.

## **Fort Ross School District (K-8)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

## **Geyserville Unified School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Grades 7-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Geyserville Continuation High School (grades 9-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Gravenstein Union School District (K-8)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to the District Community Day School
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-8 only)

## **Guerneville School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

### **Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Harmony Union School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

### **Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Healdsburg Unified School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Grades 7-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Marce Becerra Academy (grades 10-12 only)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Horicon School District (K-8)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on District Contracted Study (Independent Study), if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to a consortium of Sonoma or Mendocino County school districts, when established
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-8 only)

## **Kashia School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, if established

## **Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a neighboring district program or district Community Day School (if funded and available)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Kenwood School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
4. Expulsion with referral to available and appropriate Sonoma County Office of Education Community School program

### **Liberty School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

### **Mark West Union School District (K-8)**

1. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement in Homestudy program, if parent agrees and if deemed appropriate

### **Monte Rio Union School District (K-8)**

1. Suspended enforcement of the expulsion as determined appropriate by the School Board for a stated duration in an alternative program:
  - a. Independent Study
  - b. Assignment to Learning Center with limited regular program participation
  - c. Modified day schedule using combination of a. and b.
  - d. Assignment to Sonoma County Office of Education alternative education program

### **Montgomery Elementary School District (K-8)**

1. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

## **Oak Grove Union School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to Sonoma County Office of Education Community School Program
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Old Adobe Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Petaluma City (Elementary) and Joint Union High School Districts Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Grades 7-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with transfer to another site within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Suspended enforcement of the expulsion with placement in San Antonio Continuation High School (grades 9-12 only)
5. Suspended enforcement of the expulsion with placement in Carpe Diem or Sonoma Mountain High Schools (grades 9-12 only)
6. Suspended enforcement of the expulsion with placement in Gateway to College Academy charter school, if eligible (grades 9-12 only)
7. Expulsion with referral to District Community Day School (grades 7-9 only)
8. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Piner-Olivet Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Rincon Valley Union School District (K-8)**

1. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district in accordance with a strict contract determined by the superintendent
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Roseland School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Santa Rosa City (Elementary) and High School Districts**

### **Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion or expulsion with placement in Home and Hospital Instruction Program, if parent agrees or, for students identified with exceptional needs, if determined to be appropriate by IEP team (voluntary)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

### **Grades 7-8**

1. Suspended enforcement of the expulsion with transfer to another regular school site within the district (involuntary)
2. Suspended enforcement of the expulsion with placement in district Opportunity Program (involuntary)
3. Suspended enforcement of the expulsion or expulsion with placement in Home and Hospital Instruction Program, if parent agrees or, for students identified with exceptional needs, if determined to be appropriate by IEP team (voluntary)
4. Expulsion with referral to district Community Day School, when established (involuntary)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program (involuntary)

## **Santa Rosa City (Elementary) and High School Districts, continued**

### **Grades 9-12**

1. Suspended enforcement of the expulsion with transfer to another regular high school within the district (involuntary)
2. Suspended enforcement of the expulsion with placement in Ridgway Continuation High School (voluntary or involuntary)
3. Suspended enforcement of the expulsion with placement in the Opportunity Program (involuntary)
4. Suspended enforcement of the expulsion with placement in Small/Necessary High School on site (involuntary)
5. Suspended enforcement of the expulsion or expulsion with placement in Home and Hospital Instruction Program, if parent agrees or, for students identified with exceptional needs, if determined to be appropriate by IEP team (voluntary)
6. Expulsion with referral to district Community Day School, when established (involuntary)
7. Expulsion with referral to the Sonoma County Office of Education Court and Community School (involuntary)

## **Sebastopol Union School District**

### **Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Sebastopol Union School District, continued**

### **Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with placement on another school campus in an adjoining or other West County district
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Sonoma Valley Unified School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district

### **Grades 6-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement in district's alternative high school or necessary small school (grades 9-12 only)
3. Expulsion with referral to the Sonoma County Office of Education Community School Program (grades 7-12 only)

## **Twin Hills Union School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Grades 7-8**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on another school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to the Sonoma County Office of Education Community School Program

## **Grades 9-12 – Independent Study Only**

## **Two Rock Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees, and only if child does not qualify for special education placement
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Waugh School District (K-6)**

- District-operated Independent Study, if parent agrees

## **West Side Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement in onsite Independent Study , if parent agrees
3. Expulsion with referral to a District Community Day School (if offered)
4. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **West Sonoma County Union High School District (9-12)**

1. Suspended enforcement of the expulsion with placement at the same regular high school site (involuntary)
2. Suspended enforcement of the expulsion with placement on another regular school campus within the district (involuntary)
3. Suspended enforcement of the expulsion with placement in Independent Study instructional option on site (voluntary)
4. Suspended enforcement of the expulsion with placement in Laguna Continuation High School (voluntary or involuntary)
5. Expulsion with placement in District Community Day School (involuntary)
6. Expulsion with referral to Sonoma County Office of Education Community School Program

## **Wilmar Union School District (K-6)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## **Windsor Unified School District Grades K-6**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees

## **Windsor Unified School District, continued**

### **Grades 7-12**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
3. Suspended enforcement of the expulsion with referral to another area district, if that district agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to the Sonoma County Office of Education Community School Program

### **Wright School District (K-8)**

1. Suspended enforcement of the expulsion with placement on the same school campus
2. Suspended enforcement of the expulsion with placement at another regular school campus within the district
3. Suspended enforcement of the expulsion with placement on Independent Study, if parent agrees
4. Expulsion with referral to a District Community Day School (if offered)
5. Expulsion with referral to Sonoma County Office of Education Community School Program (grades 7-8 only).
6. Expulsion with referral to a consortium of Sonoma County Office of Education Community School Programs and K-6 districts, when established

## Educational Alternatives Provided by District Charter Schools

The following is a summary of responses regarding the educational alternatives available to students expelled from district (locally funded) charter schools and whether or not the charter schools enroll students expelled from a regular school.

DISTRICT	EDUCATIONAL ALTERNATIVES AVAILABLE TO EXP STUDENTS	ENROLL STUDENTS EXPELLED FROM REGULAR SCHOOL?
<b>Cinnabar , Harmony, Healdsburg, Oak Grove, Piner-Olivet, Santa Rosa</b>	No response	No response
<b>Bellevue</b>	Closing charter school	No
<b>Dunham</b>	Have not expelled any students	No response
<b>Forestville</b>	Students may enroll in their local school, explore other charter school availability, or enroll in a home-school program	Yes
<b>Gravenstein</b>	We offer our district-run Community Day	Yes
<b>Liberty</b>	Charter does not have any expulsions in its history	No
<b>Mark West</b>	Follow school board policy	No
<b>Old Adobe</b>	Same alternatives as identified in subplan for all expelled students	No
<b>Petaluma</b>	Often use a suspended expulsion and retain at current site with rehabilitation plan. For 7 <sup>th</sup> -9 <sup>th</sup> grade, we have a Community Day School. For K-6, plan would be developed student by student.	Yes, on a case by case basis
<b>Rincon Valley</b>	Same as schools of the district	No

## Educational Alternatives Provided by District Charter Schools, continued

DISTRICT	EDUCATIONAL ALTERNATIVES AVAILABLE TO EXPULSED STUDENTS	ENROLL STUDENTS EXPELLED FROM REGULAR SCHOOL?
<b>Windsor</b>	Same as 1-5 under WUSD, grades 7-12	No
<b>Wright</b>	Same as those described in the district school subplan	No

## Services to Expelled Students in Independent Charter Schools

The following is a summary of independent charter schools' responses regarding their services to expelled students (9 out of 19 independent charter schools responding).

Charter	Enroll Expelled Students?	Procedure for Expulsion?	Appeal Process ?	Program Pending Placement or Appeal?	Procedure for Notifying Home District?	Best Practices to Minimize Suspension or Expulsion	Best Practices to Support Students Expelled from Other Schools
Kid Street Charter School	Yes, with the exception of students expelled for extremely violent behavior	Adopted policy	Yes	Through our board	Would notify home district by phone	<ul style="list-style-type: none"> <li>• Tool Box program</li> <li>• Comprehensive SEL professional development program</li> <li>• In-school suspension w/ restorative justice practices</li> </ul>	Restorative justice
Northwest Prep Charter School	No	Per Piner-Olivet USD Administrative Regulation and Board policy*	Yes	Student may be offered voluntary Independent Study/Home Study Program	Per Administrative Regulation 5144.1	See charter and Northwest Prep Safety Plan	NA
Pathways Charter School	Yes, with the exception of students expelled for violent crimes/assault/weapons	Per charter document*	No	Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence	Copy of the written notice of the decision to expel is sent to the student's district of residence	Inform students and parents of expectations, hold conference to make a plan for improvement and offer supports and interventions	Pre-meeting to clarify expectations and address concerns or questions

<b>Charter</b>	<b>Enroll Expelled Students?</b>	<b>Procedure for Expulsion?</b>	<b>Appeal Process ?</b>	<b>Program Pending Placement or Appeal?</b>	<b>Procedure for Notifying Home District?</b>	<b>Best Practices to Minimize Suspension or Expulsion</b>	<b>Best Practices to Support Students Expelled from Other Schools</b>
Pivot Charter School	Yes, per administrative review	Per suspension and expulsion policy*	No	Per policy	The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District	Pivot utilizes behavior logs and incident reports for smaller infractions that include meetings with parents, administration and lost site time. Frequent parent-teacher communication is our best resource.	Pivot Charter School
The REACH School	Yes, with Director approval	Per policy*	Yes, per policy	No educational plan is provided	Per policy	1. Response to Intervention Program 2. Case-by-case with school counseling, possible behavior contracts, school psychologist intervention	Case-by-case but the school has not enrolled any expulsion cases to date.
Schaefer	Yes	No response	Yes	Per Administrative Regulation*	Home Study, if applicable	Suspended sentencing Per AR Tool Box Anti-Bully Progressive Discipline	N/A
Sebastopol Independent Charter School	No	Per policy*	No	Per policy	Per policy	Usage of school's social and emotional program	A rehabilitation plan according to policy

<b>Charter</b>	<b>Enroll Expelled Students?</b>	<b>Procedure for Expulsion?</b>	<b>Appeal Process ?</b>	<b>Program Pending Placement or Appeal?</b>	<b>Procedure for Notifying Home District?</b>	<b>Best Practices to Minimize Suspension or Expulsion</b>	<b>Best Practices to Support Students Expelled from Other Schools</b>
The Village Charter	Yes, except offenses that pose a threat to others such as brandishing a weapon, violence or selling drugs	Per policy*	Yes, per policy	Short-term independent study (max 2 weeks, off campus). Family of expelled student is responsible for finding alternative program. School will assist as appropriate.	Written notice to district of residence, copies of expulsion hearing and other disciplinary documentation.	Early intervention, peer supports, Restorative Justice practices, aide in every classroom	Early intervention , peer supports, Restorative Justice practices, aide in every classroom
Woodland Star Charter	Yes	Per policy*	No	None	Per policy	When standard classroom behavior management lose effectiveness teachers will call for an SST to devise a behavior intervention plan.	This has not been encountered yet

## **Sonoma County Office of Education Alternatives for Expelled Students**

The Sonoma County Office of Education offers educational alternatives to expelled students through its court and community school programs. Court School programs require the formal placement of students into the program by the juvenile court or its Probation Department representatives. These programs are residential and expulsion status of a student has no impact on eligibility or placement. Placement in the Community School program requires referral from the school district of residence or the Probation Department. Community School provides services to students grades 7-12, in accordance with California Education Code Sections 1981(a) and 1981(c). Expulsion status of a student has no negative impact on eligibility or placement of a student in community school programs, but may be used for Section 1981 classification purposes. Districts referring students to the Community School program must comply with established County Office referral requirements and procedures (Appendix C.). The County Office Teen Parent Program may be offered as an alternative to expelled students on a case-by-case basis and in accordance with program regulations. As an option within the Community School program, an independent study instructional strategy may be offered on a case-by-case basis as appropriate. These county level educational alternatives will be available to Sonoma County students who have been expelled from district programs when the district board of education determines that the County Office program is the most appropriate placement.

The following is a list of educational alternatives offered by the Sonoma County Office of Education. Descriptions of the programs may be found in Appendix D.

### **Court School Sites**

DeForest Hamilton School  
Sonoma County Probation Youth Camp

### **Community Schools Sites**

Amarosa Academy, Santa Rosa  
Headwaters Academy, Petaluma

## **Teen Parent Program**

Adera Teen Parent Program (at Amarosa Academy)

## **Independent Study Option**

Amarosa Academy, Santa Rosa

## Community Day Schools

AB 922 authorized school districts to establish community day schools as an educational option for expelled or other at-risk students (E.C. § 48660 – 48664). AB 1845 extended that authority to county offices of education [E.C. § 48667 (a)]. The students assigned to community day schools are those who have been expelled for any reason, referred by Probation pursuant to W.I.C. § 300 or 602, or referred by a SARB or other district-level referral process. Students are assigned to community day schools in the following priority order: (1) students expelled for mandatory expulsion offenses [E.C. § 48915 (d)]; (2) students expelled for any other reasons; (3) all other reasons.

There are currently two community day schools operating in Sonoma County:

<u>District</u>	<u>Students Served</u>
Gravenstein Union SD	Grades K-8; expelled for any reason, referred by a district-level referral process
Petaluma Joint Union HSD	Grades 7-9; expelled for any reason, referred by Probation pursuant to W.I.C. § 300 or 602, or referred by a district-level referral process

West Sonoma County Union High School District closed its program at the end of the 2014-2015 school year. Cloverdale Unified School District's plans to establish a district-operated community day school did not materialize.

## **Memorandum of Understanding Between School Districts and the Sonoma County Office of Education Regarding the Establishment of Community Day Schools**

To ensure maximization of efforts and full utilization of resources, local school districts wishing to establish and operate their own community day schools to serve expelled and high risk students agree to notify, in writing, the Sonoma County Office of Education no later than December 31 of a year prior to the opening of a community day school program by July 1 of the succeeding new year. A Memorandum of Understanding (MOU) will be established between the school district and the County Office (Appendix E.). The MOU will serve as a formal notice of operating a community day school and will specify the roles and responsibilities of the parties to serve the district's students.

### **Alternative Placements for Students Who Fail Community Day School Placements**

The community school program operated by the Sonoma County Office of Education maintains a standing policy of accepting all students, grades 7–12, who have been expelled from their district of residence **and** who have exhausted the alternatives offered by the district. If an initial placement is made to a district-operated community day school and the student commits an expulsion offense or fails the program, the district's governing board shall review the plan of rehabilitation that was established at the time of expulsion and make adjustments necessary. If there is no educational alternative available in the district, the student, grade 7-12, may be referred to the county community school program.

## **Educational Services Provided to Expelled Students with Exceptional Needs**

Consistent with state and federal law, students with exceptional needs may be expelled. Students, grades 7-12, may be referred by a school district's Individualized Education Program (IEP) team for placement in a Sonoma County Office of Education community school program, provided that:

1. District alternatives have been exhausted
2. The requirements of E.C. § 48915.5 have been met
3. A County Office community school program representative has participated in an IEP team meeting for change of placement
4. The district has complied with established County Office referral, documentation, and certification requirements and procedures

If the IEP team determines that the County Office Community School program is an appropriate placement, the County Office will ensure that all specified and agreed upon services are provided.

The district and the County Office shall be jointly responsible to ensure that requirements for services, assessment, timelines and due process are met as established in both federal and state law and Sonoma County SELPA guidelines.

When an IEP cannot be implemented in the County Office Community School program, the district of residence is responsible for providing a free and appropriate public education (FAPE) within the continuum of options identified in the Sonoma County SELPA Local Plan.

## **Educational Services Provided to Students Expelled/Dismissed from Charter Schools and Responsibility for Referral to School Attendance Review Board**

Unlike regular public schools, charter schools are not specifically subject to laws governing student discipline under California Education Code Section 48900 et. seq. Under E.C. § 47605(b)(5)(J), however, they must identify procedures by which students can be suspended or expelled. Requirements for the disciplinary system, including due process rights, are detailed in California Code of Regulations Title 5 Section 11967.5.1(f)(10) but are less specific than those for regular public schools under E.C. § 48918. Charter schools are also required to notify a student's natural district of residence, within 30 days, when he/she leaves the school for any reason other than graduation [E.C. § 47605(d)(3)]. While allowing for flexibility, current laws can result in confusion for students, parents, and districts when students are either formally expelled or dismissed from charter schools. After expulsion or dismissal, the charter school student's educational options are not always clear.

The Sonoma County Office of Education offers educational alternatives to expelled students primarily through its court and community schools. Community School provides services primarily to students who have committed offenses listed in E.C. § 48915(a) and (c) or extreme violations of the provisions under E.C. § 48900 et. seq.

Because charter schools have a more flexible disciplinary system, students expelled or dismissed from a charter school may not meet the eligibility requirements for the County Office's community school program. Most likely, those students would be better served on a regular public school campus, in a continuation high school, or at another charter school.

Additionally, when a student leaves a charter school and fails to enroll in another school, it is unclear which entity has the responsibility for referring the student to the Student Attendance Review Board (SARB).

To minimize this confusion, the County Office and school districts recommended the following procedures in 2009. A chart of these procedures is found in Appendix F.

### Designation of Charter District Coordinator

Charter districts shall designate a “coordinator” to serve as the point of contact for the charter district and its charter school(s) in all matters related to expulsion or dismissal. Charter districts should notify their charter school(s), in writing, of the name of the coordinator.

### Expulsions/Dismissals

Within five (5) school days of expelling or dismissing a student, the charter school will notify the charter district coordinator, in writing (electronic means are acceptable), of the expulsion/dismissal. If the student resides outside the charter district, a designee in the student’s natural district of residence will be notified in the same fashion. Within five (5) school days of the notification, the coordinator will make a written recommendation for educational services – whether to be provided in the district or the County Office’s community school program. The coordinator will send written notice of the recommendation to the charter school and the parent. If the recommendation is for services to be provided by the County Office, the coordinator will notify the County Office three (3) prior to notifying charter school and parent.

The charter district coordinator may not make any determinations of fact nor review any procedural matters related to the charter school’s expulsion, unless specifically allowed in the chartering agreement. If the coordinator determines that the student is appropriate for the County Office’s community school program, he/she will refer the student to the County Office within ten (10) school days of the expulsion or dismissal from the charter school.

Within five (5) school days of receiving the notice of expulsion or dismissal from the charter school, the charter district coordinator shall notify the parent and the charter school, in writing, of the student’s public educational options during the period of expulsion. That notice will advise the parent that the student must be enrolled in a school, public or private, immediately after the expulsion or on the first day after either Winter or Summer break.

If the County Office disagrees with the charter district about the student’s suitability for its community schools programs, it will notify the charter district coordinator within

three (3) school days of the referral from the charter district. A representative of the County Office and the coordinator will meet to resolve the issue. If no resolution can be reached, the parties will agree on a neutral arbitrator chosen by the chairperson of the county Superintendent's Council.

Charter districts in the county may adopt procedures to determine whether an expelled or dismissed charter school student can be served directly by the district. Such procedures should be shared with both the charter school(s) and the County Office.

If not already in policy, it is recommended that charter schools develop a procedure for appealing a student's expulsion or dismissal (the procedure may explicitly state there is no right to appeal). The procedure should be included in the school's chartering agreement and be made available to parents and students. If a student appeals an expulsion or dismissal, the charter school must notify the charter district coordinator within three (3) days of the notice of appeal. The charter school will remain responsible for the student's educational program pending the appeal, but may make individual arrangements with the coordinator for the charter district to provide educational services in the interim.

Charter schools and school districts will cooperate in exchanging student records in a timely fashion.

#### School Attendance Review Board (SARB) Referral

Charter schools are required to notify the superintendent of a student's natural district of residence, within 30 days, when he/she leaves the school for any reason other than graduation [E.C. § 47605(d)(3)]. Upon receiving the notice, the natural district of residence becomes responsible for referring the student to the appropriate Student Attendance Review Board (SARB). Until that time, the charter school is responsible for making the referral to SARB unless it has a specific agreement with its charter district to do otherwise.

## **Best Practices of Behavioral Intervention Approaches**

The surveys asked districts and independent charter schools to identify their best practices of behavioral intervention approaches to minimize the number of suspensions and expulsions and to support students returning from expulsions. The most common responses fell into the following broad categories:

- individualized early intervention and monitoring
- communication and conferencing with parents
- school-wide discipline and positive behavior support programs
- restorative practices

Charts summarizing district and independent charter school responses are found in Appendix G.

## **Role of SARB as a Behavioral Intervention Approach**

In Sonoma County, district and county School Attendance Review Boards (SARBs), composed of representatives from various youth-serving agencies, meet regularly to resolve persistent student attendance or behavior problems through the use of available school and community resources. Early monitoring of absence and inappropriate behavior, and using it as a trigger for intervention, helps schools, community partners and families to address social and academic needs and to insure every child has the opportunity to reach his or her potential.

The SARB process begins with prevention - the most effective and cost-saving manner to increase school attendance and foster positive behavior. Prevention activities also create connections to school, promote school safety, and set high expectations with accountability, which are essential to successful academic outcomes.

Attending school regularly is important to ensuring children develop good attendance habits and a strong foundation for subsequent learning. During the early elementary years, children are gaining basic social and academic skills critical to ongoing academic success. Unless students attain these essential skills by third grade, they often require

extra help to catch up and are at grave risk of eventually dropping out of school. Furthermore, the educational experiences of children who attend school regularly can be diminished when teachers must divert their attention to meet the learning and social needs of children who miss substantial amounts of school.

Chronic absences in kindergarten are associated with lower academic performance in first grade for all children regardless of gender, ethnicity or socioeconomic status. By 6th grade chronic absence is a clear predictor of dropping out. By 9th grade, missing 20 percent of the school year is a better predictor of dropping out than test scores.

Early intervention means intervening in the early grades AND early in the school year. Patterns of absenteeism and truancy can often be detected in the first weeks and months of the school year. Addressing the first instances of absenteeism can uncover problems, support families and help students get back on track before they slip behind academically and become disengaged or discouraged at school.

Truancy in middle and high school grades is a risk factor for substance abuse, delinquency, teen pregnancy, and school dropout. The longer it is allowed to continue, the more it places students' academic careers at risk and can affect credit completion, graduation and employability.

Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court. In Sonoma County, the districts, county office of education, district attorney's office and the courts have developed an effective protocol for referring students and their parents or guardians to the court system when the SARB directives are not followed (*EC Section 48290*).

The Sonoma County SARB meets quarterly at the Sonoma County Office of Education. The County SARB provides consultant services to the district SARBs and serves as a liaison to the Sonoma County District Attorney's Office and the courts.

# **Gaps In Educational Services to Expelled Students and Strategies for Filling Those Gaps**

## **Results from 2015 Update**

In 2015, no countywide gaps in providing educational services to expelled students in Sonoma County were identified. Districts strive to implement a range of best practices to minimize suspensions and expulsions and offer a variety of alternative programs and services. The County Office has consolidated seat time programs to two locations to serve students who have exhausted the alternatives offered by the districts. The districts and the County Office have a long history of working collaboratively and creatively to find strategies to meet the educational needs of more challenging students and unique situations.

## **2018 Update**

In the survey, districts were asked to identify any gaps limiting their ability to provide education services to expelled students from their district and offer suggestions or strategies for filling those gaps. At the time of survey, over 72% of the districts indicated “none,” “N/A,” or offered no response.

The following is a summary of district responses regarding gaps limiting their ability to provide services to expelled students and strategies for filling these gaps:

<b>DISTRICT</b>	<b>GAPS</b>	<b>STRATEGIES TO FILL</b>
Cinnabar, Fort Ross, Gravenstein, Harmony, Healdsburg, Horicon, Kashia, Kenwood, Montgomery, Piner-Olivet, SR Elementary, SR High School, West County	Survey not submitted	None, N/A or no response
Alexander Valley, Bellevue, Bennet Valley, Dunham, Geyserville, Gravenstein, Guerneville, Liberty, Mark West, Monte Rio, Old Adobe, Roseland, Twin Hills, Waugh, West Side Union, Wilmar	No identified gaps or NA	
Cloverdale	Size of school district, lack of placement locations.	Use a consortium model.
Cotati-Rohnert Park	Families often object to environment at Alt Ed sites and ask about online options for their students.	Having a school choice like Pivot but run by SCOE would be useful for families.
Forestville	Limited program options, lack of space, small school setting	Good collaborative relationship with local public agencies. Plenty of alternatives available.
Fort Ross	Rural and remote location, distance from other districts and community school.	
Monte Rio Union	Facility space, funding	We have no strategies to increase facility space or to increase funding
Petaluma	Funding to support case management services for students.	Partnering with county and community agencies and services
Rincon Valley	Options for students in elementary grades.	County programs for younger students
Sebastopol	There are limited options for expelled students in grades elementary, besides online.	Allow upper elementary to attend 6-8 programs, as appropriate.
Sonoma Valley	SCOE programs do not currently serve students who have more than 2 RSP classes. This is a big problem, causing us to make placements in non-public schools, which are more restrictive and more expensive.	SCOE programs should increase capacity for students requiring more resource support.
Windsor	No county community school for 4-6 <sup>th</sup> grade expelled youth.	Create a county program that could perhaps enter into a consortium with Mendocino or Marin Co.
Wright	Availability of placement options – no County operated Community Day Schools for elementary	Establish a “fee for service community day schools”?

## **Articulation and Coordination Between Districts and the Sonoma County Office of Education**

To ensure that there is ongoing articulation and coordination with the school districts, the County Office:

1. Annually updates, disseminates and posts on its website a referral handbook and forms,
2. Convenes quarterly meetings of district and County Office alternative education administrators,
3. Provides regular consultation to districts through the Referral Technician and Alternative Education – Student Support Services Department Director
4. Conducts return-to-district student transition meetings, which may include restorative conferences,
5. Arranges district visits to community school sites,
6. Meets with large school district staff as needed, and
7. Reports to district governing boards, as requested

## June 2018 Update

### *Plan for Providing Education Services to All Expelled Students in Sonoma County*

#### Survey

In accordance with Education Code section 48926, the County Superintendent, in conjunction with district superintendents, must submit a triennial update to the *Plan for Providing Education Services to All Expelled Students in Sonoma County*. The update must be submitted to the Superintendent of Public Instruction by June 30, 2018. To complete this task, we need your assistance by responding to the following questions:

1. A copy of your district's 2015 subplan is attached. Please confirm educational alternatives for expelled students currently available within your district. If there are no changes, simply check the box.

The educational alternatives identified in the 2015 subplan remain unchanged for the 2018 update

If you wish to make changes, please list the alternatives:

Grades K-6

Grades 7-8

Grades 9-12

2. If you operate a charter school, please describe educational alternatives available to students expelled from that school:

Does the charter school enroll students expelled from a regular school?     Yes     No

3. Does your district plan to offer a Community Day School (CDS) in accordance with E.C. 48660 in the next three (3) years?

Yes  No    If Yes, please indicate anticipated start-up date: \_\_\_\_\_ and describe your program:

CDS program to be operated by the district

CDS program to be operated in joint agreement with the county office of education

CDS program to be operated by a consortium of districts (districts involved: \_\_\_\_\_ )

Grade levels to be served: \_\_\_\_\_    Approximate number of students to be served: \_\_\_\_\_

Types of students to be served:

- students expelled for any reason
- students referred by Probation pursuant to WIC 300 or 602
- students referred by a district level referral process

4. What gaps are limiting your ability to provide education services to all students expelled from your district?
  
5. What suggestions or strategies do you have for filling those gaps?
  
6. Please describe your schools' and/or district's best practices of behavioral intervention approaches and options used to:
  - a. Minimize the number of suspensions leading to expulsions
  
  - b. Minimize the number of expulsions ordered
  
  - c. Support students returning from expulsions

How do these best practices relate to any disproportionate representation of minority students in such interventions?

Comments:

\* \* \* \* \*

District: \_\_\_\_\_

Survey completed by: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Please return your completed survey by **March 30, 2018** by mail, fax (524-2889), or scan to [jpetersen@scoe.org](mailto:jpetersen@scoe.org)

# June 2018 Update

## *Plan for Providing Education Services to All Expelled Students in Sonoma County*

### Independent Charter School Survey

Education Code §48926 requires the County Superintendent, in conjunction with district superintendents, to submit a triennial update to the *Plan for Providing Education Services to All Expelled Students in Sonoma County*. The update must be submitted to the State Superintendent of Public Instruction by June 30, 2012. To gain a more comprehensive view of services to expelled students, we are including charter schools in the plan and would appreciate your assistance by responding to the following questions:

1. Does the charter school enroll students expelled from other schools?     Yes     No  
  
If yes, are there exceptions (e.g., students who have committed certain offenses)?
2. What are the charter school's procedures for expelling or dismissing a student? You may attach a copy of your policy and/or procedures.  
  
Is there an appeal process?     Yes     No  
  
If yes, please describe. You may attach a copy of your procedures.
3. What, if any, educational program is provided to an expelled or dismissed student pending placement in another program and/or an appeal?
4. What are the charter school's procedures for notifying an expelled or dismissed student's home district of the expulsion or dismissal? You may attach a copy of your procedures.
5. Please describe your school's best practices of behavioral intervention approaches and options used to:
  - a. Minimize the number of suspensions and expulsions or dismissals
  - b. Support any students you enroll following their expulsion from other schools (if applicable)

⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘   ⌘

Charter School: \_\_\_\_\_ Survey completed by: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Please return your completed survey by **March 30, 2018** by mail, fax (524-2889), or scan to [jpetersen@scoe.org](mailto:jpetersen@scoe.org)



Sonoma County Office of Education  
 Alternative Education Programs  
 5340 Skylane Boulevard  
 Santa Rosa, CA 95403-8246  
 (707) 524-2876 Fax (707) 524-2889

Student CSIS Number	Referral Date
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## Community School Referral

*Instructions: Complete form, attach copies of required documentation, and forward to Alternative Education (address above).*

### Student Information

Student Name (first, last) \_\_\_\_\_ Male Female  
 Birthdate \_\_\_\_\_ Resides with: Father Mother Both Other (describe) \_\_\_\_\_

### Parent/Guardian Information

Name Mr. Mrs. Mr. and Mrs. Ms. \_\_\_\_\_  
 Address \_\_\_\_\_  
 City/Zip \_\_\_\_\_ Home Language \_\_\_\_\_  
 Phone Number: Home \_\_\_\_\_ Work \_\_\_\_\_ Highest Grade (circle) 10 11 12 13 14 15

### Basis for Referral—Check all that apply and attach the required documentation

\_\_\_\_\_ **Expulsion from School** 48915. a \_\_\_\_\_ c \_\_\_\_\_ 48900.  
*Required Documentation:* 1. Petition for expulsion; 2. Hearing findings; 3. Rehabilitation Plan  
 4. Immunization record; 5. Vision & Hearing Screening 6. District statement of Ed  
 7. Academic transcript 8. Discipline History Code violation  
 9. Attendance

\_\_\_\_\_ **Habitual Truancy** Certified truant 601.3 SARB contract  
*Required Documentation:* 1. SARB hearing report and hearing findings; 2. Academic transcripts;  
 3. Immunization record 4. Vision & Hearing Screening

\_\_\_\_\_ **Juvenile Court Proceeding** 300 601 602 654c  
 Probation Officer \_\_\_\_\_ Phone \_\_\_\_\_  
 Gang affiliation: \_\_\_\_\_ Non-association: \_\_\_\_\_  
*Required Documentation:* 1. Copy of court order

### Factors Affecting School Achievement—Check all that apply and attach the required documentation.

Yes No **Student is an English Language Learner**  
*Required Documentation:* CELDT Results and copy of parent notification  
 Results of Primary Language Proficiency and copy of parent notification

Yes No **Student has an active IEP for special education** Handicapping condition \_\_\_\_\_  
*Required Documentation:* Current and signed COMPLETE IEP, including goals and objectives (in addition to  
 Manifestation IEP)  
 Current Academic Evaluation/Report (completed within the past year)  
 Behavior Intervention/Support Plan  
 Psycho-educational Evaluation (completed within the past 2-1/2 years)  
 Pre-expulsion report (when appropriate)  
 Individual Transition Plan (ITP), if student is 14 years or older

Name of Case Carrier: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Yes No **Student has a Section 504 Accommodation Plan**  
*Required Documentation:* 1. Copy of the Section 504 Evaluation report  
 2. Copy of the signed 504 Accommodation Plan

Yes No **Student has 3632 Mental Health Services**

Signature of Special Education Director \_\_\_\_\_ Phone Number \_\_\_\_\_

### School Attendance Information

Last district school attended \_\_\_\_\_ Grade level \_\_\_\_\_ Date last attended \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

### District Contact

Referred by (name) \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_  
 District or Agency \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_



Sonoma County Office of Education  
 Alternative Education Programs  
 5340 Skylane Boulevard  
 Santa Rosa, CA 95403-8246  
 (707) 524-2876 Fax (707) 524-2877

## Individualized Review and Certification

It is the policy of the Sonoma County Office of Education and the Board of Trustees to have all students reviewed for *appropriateness of enrollment* in Sonoma County's community school programs. In addition to this local enrollment policy, the California Education Code identifies additional review and certification requirements for those students enrolled pursuant to Section 1981(c). This Individualized Review and Certification for Community School Enrollment form is designed to satisfy both local requirements and state level requirements associated with California Education Code Sections 1981, 1982.5, and 42238.18(c).

Name \_\_\_\_\_ M F Referral date \_\_\_\_\_ DOB \_\_\_\_\_  
 Parent or Legal Guardian \_\_\_\_\_ School District \_\_\_\_\_ Grade \_\_\_\_\_

California Education Code Section 1981 identifies four classifications of students who are eligible for community school enrollment. Please identify which category qualifies the above named student for community school enrollment.

E.C. 1981 (a) Expulsion 48900                      E.C. 1981 (c) Probation or Serious Expulsion 48915 (a) \_\_\_ or (c) \_\_\_  
 E.C. 1981 (b) SARB                                      E.C. 1981 (d) Homeless

A preliminary review of the above named student was completed. This activity included a review of the student's 1) current conditions, 2) attendance, behavior and performance history, and 3) personal orientation with the student and parent/legal guardian. Based on that review, it has been determined that the enrollment in the community school program is appropriate and in the best interest of the student.

Brief description of school related problem(s) \_\_\_\_\_  
 \_\_\_\_\_

### School District actions(s) prior to referral to Alternative Education Programs Community School:

School Administrator conference with parent and student	Student Study Team
Referral to alternative education program	Referral to counseling/Psychologist
Opportunity class              ROP	Community agency/Support program referral
Continuation School              Independent Study	SARB review
Intradistrict transfer	Other _____

In addition to the local review requirements, the following state level certification requirements must also be documented:

#### California Education Code Section 1981(b)

The above named student was enrolled in the community school program pursuant to Education Code Section 1981(b), satisfying the enrollment requirements established by California Education Code and the California State Board of Education.

#### California Education Code Section 1981(c)

The above named student was enrolled in the community school program pursuant to Education Code Section 1981(c), stating that the student must 1) be expelled for an offense identified in Education Code Section 48915(c), or 2) be probation referred, have an assigned probation officer and have undergone an individualized review consistent with the requirements of Education Code Section 42238.18(c).

The above named student was probation referred pursuant to Welfare and Institutions Code Sections 300, 601, 602 or 654, and an individualized review and certification has been completed by representatives of the court, county office of education, probation department and district of residence.

### The above named student has been reviewed and certified by the below listed agencies:

Court/Probation \_\_\_\_\_  
 District of Residence \_\_\_\_\_  
 County Office of Education \_\_\_\_\_

Return to district eligibility date:	
Spring Semester	Fall Semester
School Year _____	

## **Sonoma County Office of Education Alternative Education Programs**

### **Court School Program Sites**

#### **DeForest Hamilton (*Juvenile Hall*)**

- Located at the Juvenile Justice Center (Juvenile Hall)
- Males & females
- Ages 9–19
- Arrested and booked on criminal charges and awaiting disposition by the court
- Year round calendar; student enrollment varies from one day to several months

### **Sonoma County Probation Youth Camp**

- Court committed residential program located in Forestville
- Males
- Ages 16–18
- Convicted of a criminal offense
- Year round calendar; student enrollment six to nine months with transitional program back to the community

### **Community School Program Sites**

#### **Amarosa Academy**

- Classroom program located in Santa Rosa
- Males & females
- Grades 7-12
- 602, expelled 48915 *a* & *c*, expelled 48900 and certified truants
- School year calendar; quarter credits

## **Headwaters Academy**

- Classroom program located in Petaluma
- Males & females
- Grades 7-12
- 602, expelled 48915 *a* & *c*, expelled 48900 and certified truants
- School year calendar; quarter credits Teen Parent Program

### **Adera Teen Parent Program (located at Amarosa Academy)**

- Located on the Amarosa Academy community school site
- Male & female teen parents with their children & pregnant females
- Ages 12-18
- Parenting teens with children birth to 3 years and pregnant teens, as appropriate; referred by Teen Parent Connections, Juvenile Probation, and school districts
- School year calendar; quarter credits Independent Study

### **Independent Study Option**

- Located on the Amarosa Academy community school site
- Voluntary instructional strategy to complement classroom programs, offers blended learning
- Grades 9-12
- Students who have specific educational needs, work interests, personal issues and/or family obligations that preclude success in a daily classroom setting
- School year calendar; quarter credits

## **SONOMA COUNTY OFFICE OF EDUCATION**

Alternative Education – Student Support Services  
5340 Skylane Boulevard  
Santa Rosa, CA 95403

### **MEMORANDUM OF UNDERSTANDING**

The Sonoma County Office of Education (SCOE) and the 40 school districts in Sonoma County are parties to the *Plan for Providing Education Services to All Expelled Students in Sonoma County*. As noted in the plan, amended June 2000, provisions have been made for establishing a Memorandum of Understanding (MOU) between the Sonoma County Office of Education, herein referred to as “SCOE,” and any of the 40 individual school districts establishing a district-operated Community Day School.

#### **1.0 PURPOSE OF THE MOU**

Section VII of the amended Plan for Providing Education Services to All Expelled Students in Sonoma County states:

“To ensure maximization of effort and full utilization of resources, local school districts wishing to establish and operate its own Community Day School to serve expelled and high risk students agree to notify SCOE no later than December 31 of a year prior to the opening of a Community Day School program by July 1 of the succeeding new year.”

The MOU will provide clarification and specific roles and responsibilities of the parties to the agreement.

#### **2.0 PARTIES TO THE MOU**

The Sonoma County Office of Education and the \_\_\_ School District, herein referred to as the “District,” mutually recognize, pursuant to E.C. Section 48662, that local governing boards may establish community day schools. Effective \_\_\_\_\_, 20 \_\_\_, the “District,” as authorized by its local governing board, will be operating a community day school to serve those students identified in E.C. Section 48662 (b).

#### **3.0 FORMAL NOTICE OF OPERATING A COMMUNITY DAY SCHOOL**

To ensure the maximization of effort and full utilization of existing resources, this Memorandum of Understanding will serve as a formal notice to “SCOE” that “District” will be operating a community day school program as follows:

- A. Grade levels \_\_\_ to \_\_\_ to be served;
- B. Approximately \_\_\_ number of students to be served;
- C. First date of instruction projected to begin on \_\_\_, 20 \_\_\_;

# Memorandum of Understanding RE: Community Day Schools Page 2 of 3

- D. The "District" and "SCOE" agree to jointly develop and implement a Transition Plan no later than \_\_, 20\_\_ to enable "SCOE" to terminate facility contracts, service agreements and other contracts as necessary, and to ensure the transition of educational services of students served in the County Community Schools to the "District's" Community Day School.

## 4.0 TYPES OF STUDENTS TO BE SERVED IN THE COMMUNITY DAY SCHOOL OPERATED BY THE SCHOOL DISTRICT

E.C. Section 48662 (b) states: A student may be assigned to a community day school only if he or she meets one or more of the following conditions:

- (1) The student is expelled for any reason.
- (2) The student is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
- (3) The student is referred to a community day school by a school district attendance review board or other district level referral process.
- (4) First priority of assignment to a community day school shall be given to a student expelled pursuant to subdivision (d) of Section 48915; second priority shall be given for placement to all other students pursuant to this section, unless there is an agreement that the county superintendent of schools shall serve any of these students.

The Community Day School operated by the "District" shall serve the following category of students (check all that apply):

- A.  The student is expelled for any reason.
- B.  The student is probation referred pursuant to Sections 300 and 602 of the Welfare and Institutions Code.
- C.  The student is referred to a community day school by a school district attendance review board or other district level referral process.

# Memorandum of Understanding RE: Community Day Schools Page 3 of 3

## 5.0 AGREEMENT OF THE COUNTY SUPERINTENDENT TO SERVE STUDENTS PURSUANT TO EDUCATION CODE SECTION 48662

As stipulated in E.C. Section 48662, the Sonoma County Office of Education, hereby agrees to (check all that apply):

Memorandum of Understanding RE: Community Day Schools Page 3 of 3

- A.  serve no expelled students from the "District."
- B.  serve any student who is expelled from the "District."
- C.  serve any student who is residing within the "District" referred by the Probation Department pursuant to Sections 300 or 602 of the Welfare and Institutions Code
- D.  serve any student eligible under 601 of the Welfare and Institutions Code referred by the "District" attendance review board or other district level referral process.
- E.  serve any student referred by the "District" expelled pursuant to subdivision (d) of Section 48915.

**6.0 OPTION TO RECONSIDER THE CONDITION OF THE  
MEMORANDUM OF UNDERSTANDING**

It is mutually understood that the conditions specified in the MOU may be subject to future discussion and modification. Either party may request reconsideration of the MOU provided that a request for review and discussion is initiated in writing by either party.

**For the Sonoma County  
Office of Education**

**For the \_\_\_\_\_  
School District**

\_\_\_\_\_

\_\_\_\_\_

Steven D. Herrington, Ph.D.  
County Superintendent of Schools

Name \_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

Date: \_

## Recommended Procedures for Charter School Expulsions/Dismissals

<b>Procedures for Charter School Expulsions or Dismissals</b>	<b>Student resides in the charter district</b>	<b>Student resides outside the charter district</b>
Student withdraws or is expelled/dismissed	Charter school sends written notice to charter district within 30 days (5 school days is strongly recommended).	Charter school sends written notice to natural district of residence within 30 days (5 school days is strongly recommended).
Student is recommended for expulsion/dismissal	Charter school communicates informally with charter district prior to hearing.	Charter school communicates informally with natural district of residence prior to hearing.
Student is expelled/dismissed	Charter school notifies charter district coordinator within 5 school days of the expulsion/dismissal.	Charter school notifies designee of natural district of residence within 5 school days of the expulsion/dismissal.
Parent appeals expulsion/dismissal (if procedures allow)	Parent and charter school follow identified procedures. Charter school remains responsible for providing educational program pending appeal. Charter school notifies charter district coordinator within 3 days of the notice of appeal.	Parent and charter school follow identified procedures. Charter school remains responsible for providing educational program pending appeal. Charter school notifies designee of natural district of residence within 3 days of the notice of appeal.

<b>Procedures for Charter School Expulsions or Dismissals</b>	<b>Student resides in the charter district</b>	<b>Student resides outside the charter district</b>
District is notified of expulsion/dismissal	Charter district coordinator makes written recommendation for educational services within 5 school days of the notification. This written notice of the recommendation is sent to charter school and parent.	Designee of natural district of residence makes written recommendation for educational services within 5 school days of the notification. This written notice of the recommendation is sent to charter school and parent.
District recommends educational services be provided by SCOE	Charter district coordinator notifies SCOE three (3) prior to notifying charter school and parent.	Designee of natural district of residence notifies SCOE three (3) prior to notifying charter school and parent.
SCOE disputes student's suitability for its community school program	SCOE Director of Alternative Education-Student Support Services or designee notifies charter district coordinator. SCOE and coordinator meet (by phone is permissible) to resolve the issue. If there is no resolution, a neutral arbitrator is chosen by the chair of the county Superintendent's Council.	SCOE Director of Alternative Education-Student Support Services or designee notifies designee of natural district of residence. SCOE and designee meet (by phone is permissible) to resolve the issue. If there is no resolution, a neutral arbitrator is chosen by the chair of the county Superintendent's Council.

**Recommended Procedures for Charter School Referrals to  
School Attendance Review Board (SARB)**

<b>Procedures for Charter School Referrals to SARB</b>	<b>Student resides in the charter district</b>	<b>Student resides outside the charter district</b>
Student fails to attend school regularly or is excessively absent	Charter school refers student to appropriate SARB unless the charter agreement provides otherwise.	Charter school refers student to appropriate SARB unless the charter agreement provides otherwise.
Student leaves school for any reason other than graduation and fails to enroll in another school	Charter school notifies student's natural district of residence within 30 days (5 school days is strongly recommended). Charter district coordinator refers student to appropriate SARB.	Charter school notifies student's natural district of residence within 30 days (5 school days is strongly recommended). Designee of natural district of residence refers student to appropriate SARB.
Student is expelled/dismissed and fails to enroll in or attend regularly another school or is excessively absent	Charter district coordinator refers student to appropriate SARB.	Designee of natural district of residence refers student to appropriate SARB.
Expelled/dismissed student enrolled at SCOE fails to attend school regularly or is excessively absent	SCOE designee refers student to appropriate SARB.	SCOE designee refers student to appropriate SARB.

## Best Practices – School Districts

DISTRICT	To Minimize SuspensionS	To Minimize EXpulsions	TO SUPPORT RETURNING STUDENTS	RELATION TO MINORITY STUDENTS
Cinnabar, Harmony, Healdsburg, Horicon, Kashia, Kenwood, Montgomery, Piner-Olivet, SR Elementary, SR High School, West County  Dunham, Old Adobe, Twin Hills, Waugh	Survey not submitted       No response	--       --	--       --	--       --
Alexander Valley	<ul style="list-style-type: none"> <li>• Tool Box</li> <li>• Piloting mindfulness</li> <li>• Involve families in child's learning as much as possible</li> </ul>	N/A	N/A	Interventions have not showcased or highlighted any disproportionate representation of minority students.
Bellevue	<ul style="list-style-type: none"> <li>• Positive Behavioral Interventions and Supports (PBIS) multi-tiered system</li> <li>• Provide clear expectations and teach these expectations twice a year through "Expectations Stations"</li> <li>• Entire staff (classified &amp; certificated) participates in PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>		We've reduced the number of suspensions and expulsions in our district.

<b>DISTRICT</b>	<b>To Minimize SuspensionS</b>	<b>To Minimize EXpulsions</b>	<b>TO SUPPORT RETURNING STUDENTS</b>	<b>RELATION TO MINORITY STUDENTS</b>
Bennett Valley	<ul style="list-style-type: none"> <li>• Clarity on rules</li> <li>• High quality (?) program</li> <li>• Positive school culture</li> </ul>	N/A	N/A	N/A Comment: The county plan is high quality and works for us!
Cloverdale	<ul style="list-style-type: none"> <li>• Counseling support</li> <li>• Change of mindset</li> </ul>	Same	Same	We don't have a difference between percentages of minority students vs white students with regard to suspension/expulsion rates.
Cotati-Rohnert Park	<ul style="list-style-type: none"> <li>• Restorative practices and pilot programs</li> <li>• ATS</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion diversion program</li> <li>• Project Success, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Intake process and counselor check-in</li> </ul>	We do not have a disproportionate representation of minority students in CRPUSD.
Forestville	<ul style="list-style-type: none"> <li>• Progressive discipline</li> <li>• Restorative practices</li> </ul>			
Fort Ross	<ul style="list-style-type: none"> <li>• 2 suspension last 8 years</li> </ul>	Zero expulsions last 8 years		
Geyserville	<ul style="list-style-type: none"> <li>• Planning to implement restorative practices 2018/19 (6-12)</li> </ul>			
Gravenstein	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Restorative Justice</li> <li>• Yearlong &amp; monthly pro-social character trait themes &amp; lessons</li> </ul>	Typically only expel when Class 3	Transition meetings w/ team of adults (similar to an IEP team meeting)	No
Guerneville	<ul style="list-style-type: none"> <li>• Tier II</li> <li>• Counseling</li> <li>• Positive Behavior Interventions &amp; Supports</li> <li>• Restorative</li> <li>• Behavior Plans</li> </ul>	Diversion Program (Tier III)	Same	Allows us to address specific challenges case by case and provides supports as appropriate
Mark West	<ul style="list-style-type: none"> <li>• BEST program</li> <li>• Toolkit</li> </ul>	N/A	N/A	

<b>DISTRICT</b>	<b>To Minimize Suspensions</b>	<b>To Minimize Expulsions</b>	<b>TO SUPPORT RETURNING STUDENTS</b>	<b>RELATION TO MINORITY STUDENTS</b>
Monte Rio	<ul style="list-style-type: none"> <li>• We have implemented restorative practices, training al certificated and nearly all classified for the past two years we've reduced suspensions to three</li> </ul>	As stated, we've had 0 expulsions. In one particular case we made arrangements with another district to take him. This worked out well.	Should we have an expulsion we would meet with families to smoothly transition. We would assign the student to the counselor and meet regularly with his/her teachers and parents to check-up and implement interventions.	N/A
Monte Rio Union	<ul style="list-style-type: none"> <li>• Restorative practices</li> <li>• Parent education and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully review all serious behavior issues</li> <li>• Parent, student and staff surveys to identify areas of concern</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Plans</li> <li>• Behavioral interventions</li> <li>• Restorative Circles</li> </ul>	We take seriously, the representation of all minority students and take great strides to ensure we do not disproportionately represent any group.
Liberty	N/A	N/A	N/A	N/A
Mark West	<ul style="list-style-type: none"> <li>• Counseling services</li> <li>• BEST program</li> </ul>	N/A	N/A	N/A
Oak Grove	<ul style="list-style-type: none"> <li>• Site-based behavior management plans</li> <li>• Effective site principals</li> <li>• Behavioral intervention services by LCSW, pupil personnel counselors</li> <li>• Intervention &amp; academic support classes</li> <li>• RTI programs</li> </ul>	Same	Same	N/A

<b>DISTRICT</b>	<b>To Minimize SuspensionS</b>	<b>To Minimize EXpulsions</b>	<b>TO SUPPORT RETURNING STUDENTS</b>	<b>RELATION TO MINORITY STUDENTS</b>
Petaluma	<ul style="list-style-type: none"> <li>• Tiered approach: Universal, targeted, intensive with case management and mental health services</li> </ul>	<ul style="list-style-type: none"> <li>• Same</li> </ul>	Using suspended expulsions when possible to maintain connections/relationships. Re-entry meetings to create a “soft-landing” for students from Headwaters/Amaros a	<p>These practices help parents and students that are not connected to community resources/services – case management is the key.</p> <p>Comments: Communication with Georgia and Cliff is key for or ability to team and serve students/families.</p>